



**Welcome to Today's Pilot
EDSCLS Report Debrief!**

Overview of Pilot ED School Climate Surveys (EDSCLS) Reports

National Center on Safe Supportive Learning Environments (NCSSLE)



- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.
- Provides training and support to states and districts; administrators of districts and schools; teachers; school support staff at schools; communities and families; and students.
- The goal is to improve the conditions for learning through measurement and program implementation, so all students have the opportunity to realize academic success in safe and supportive environments.

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<http://safesupportivelearning.ed.gov/>

Overview of Pilot ED School Climate Surveys (EDSCLS) Reports

Sally Ruddy and Samantha Neiman, NCSSLE,
American Institutes for Research (AIR)



Agenda for Today's EDSCLS Debrief



1	Welcome and introduction to today's debrief
2	Overview of the school climate model used to develop ED School Climate Surveys (EDSCLS)
3	Introduction to the Pilot EDSCLS Reports
4	Overview of the <i>Scale Scores</i> provided in the Pilot EDSCLS Reports
5	Overview of the <i>Average (Mean) Topic Area Values</i> provided in the Pilot EDSCLS Reports
6	Overview of the <i>Item-Level Data</i> provided in the Pilot EDSCLS Reports

Welcome to Today's Webinar!



- Today we will walk through an example of a EDSCLS data report from the pilot administration. We will discuss the three types of results presented in your reports:
 1. Scale Scores
 2. Average (Mean) Topic Area Values
 3. Item-Level Data
- We want to help you understand the results from your participation in the EDSCLS pilot administration.
- There will be opportunities for you to ask questions during several Q&A breaks.

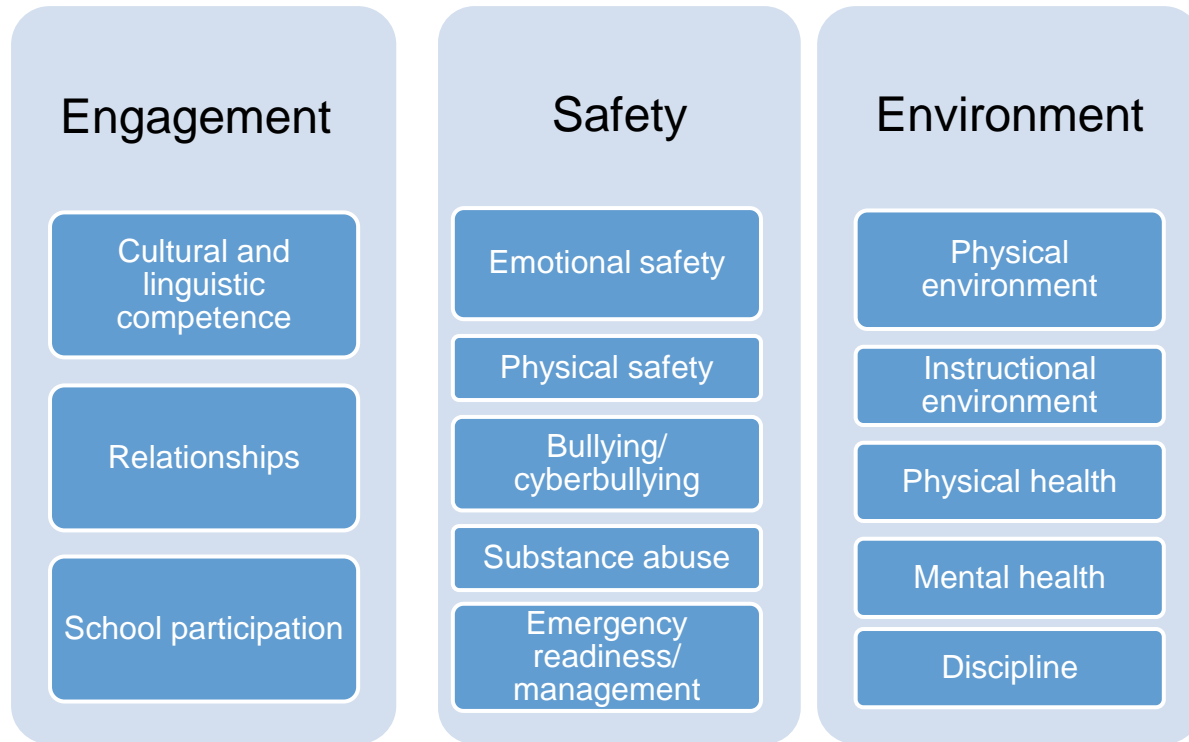
Overview of The School Climate Model Used to Develop the ED School Climate Surveys (EDSCLS)



The EDSCLS Model of School Climate



The EDSCLS model of school climate includes three domains: Engagement, Safety, and Environment, along with 13 sub-domains (or ‘topic areas’).



Introduction to the Pilot EDSCLS Reports



Introduction to the Pilot EDSCLS Report



- Each pilot host site received a district report as well as one for each school in the district. There is a separate section of *results for each of the respondent groups surveyed* (i.e., students, instructional staff, non-instructional staff, and parents/guardians). The reports contain:
 - The *Completion Rate* (the percentage that responded to the survey) for *each respondent group overall*.
 - The distribution of respondents *by respondent characteristics*. This can show you which groups completed the survey at relatively high or low rates (e.g., race/ethnicity of students).
 - There is a section in the EDSCLS user's manual that provides guidance on how to *compare the population in your school to the population of survey respondents* using completion rates and percentages, called "Nonresponse Bias."

Introduction of the Report



The ED School Climate Surveys — Student Survey

Sample School Report

Completion rate: 83%

The ED School Climate Surveys (EDSCLS) were administered to students of the pilot test schools in spring, 2015. This EDSCLS school report uses the student survey data to provide summary statistics on the measures of twelve topics in three domains:

- ⇒ **Engagement:** Cultural and linguistic competence, relationships, and school participation
- ⇒ **Safety:** Emotional safety, physical safety, bullying/cyberbullying, substance abuse, and emergency readiness and management
- ⇒ **Environment:** Physical environment, instructional environment, mental health, and discipline

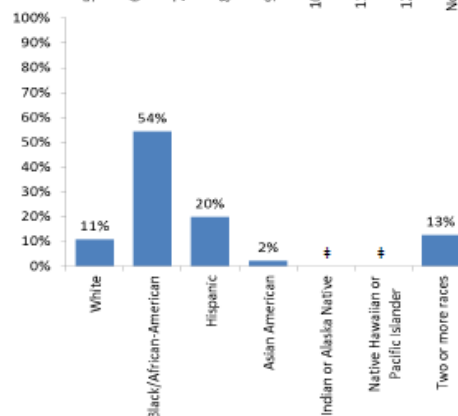
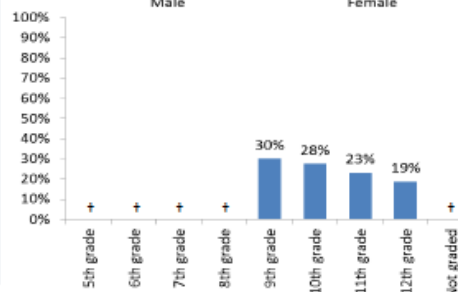
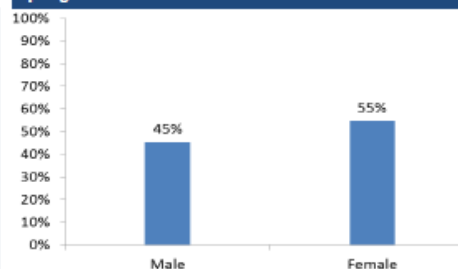
For more information about school climate, please visit: <http://safesupportivelearning.ed.gov>

The completion rate was 83%. A completed survey was defined as one with any valid responses received to any of the school climate questions.

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Relationships	5
School participation	7
Safety.....	9
Emotional safety	10
Physical safety	12
Bullying/cyberbullying	14
Substance abuse	16
Emergency readiness and management	18
Environment.....	19
Physical environment	20
Instructional environment	22
Mental health	24
Discipline	26

Figure 1. Percentage distribution of respondent demographics, by gender, grade, and race/ethnicity:
Spring 2015



† Not applicable

‡ Reporting standards not met

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.



Introduction of the Report



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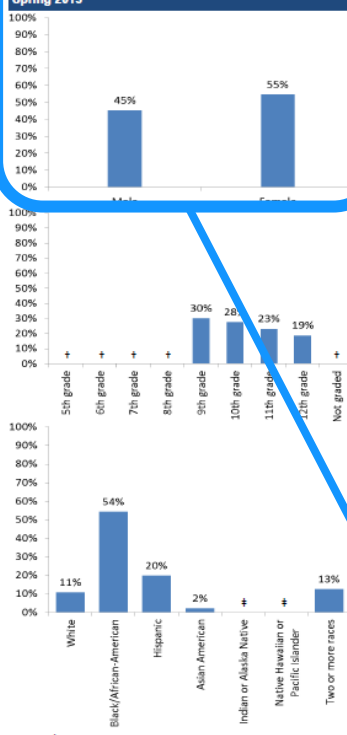
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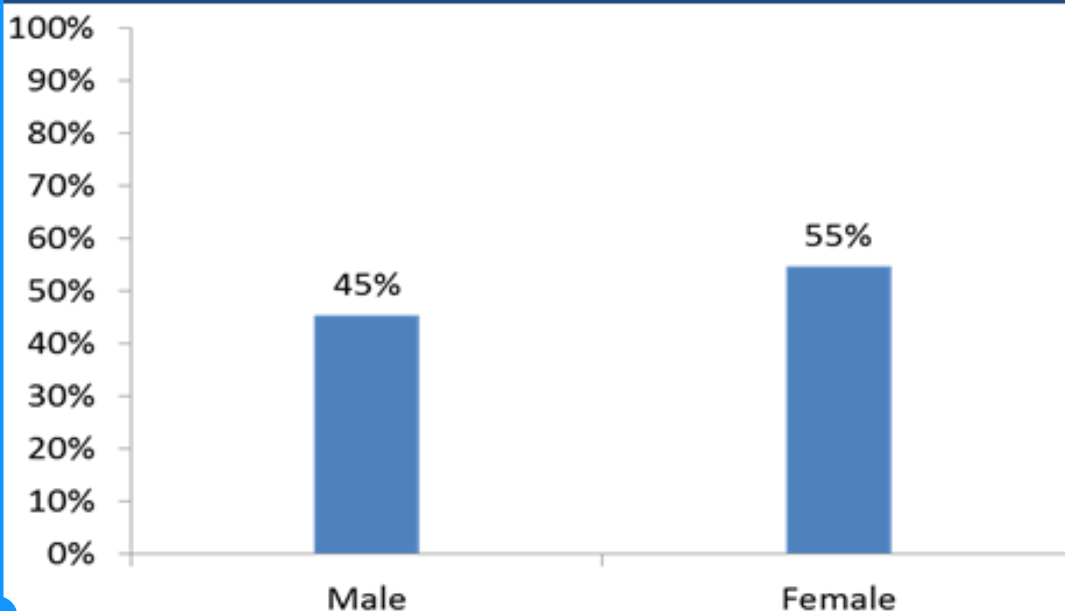


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Figure 1. Percentage distribution of respondent demographics, by gender, grade, and race/ethnicity: Spring 2015



Overview of the *Scale Scores* Provided in Pilot EDSCLS Reports



What Scale Scores Are and How They Are Presented in the Pilot EDSCLS Report



The District and School Reports contain ***Scale Scores for each domain and topic area for each respondent group.***

- Scale Scores are the ***primary*** way that EDSCLS measures school climate.
- A Scale Score combines multiple survey items related to different aspects of a domain or topic area. It is a more ***robust and reliable measure of a domain or topic area*** than just using a single item.
- Graphs in the report display scores on a ***scale from 100 to 500. The higher the number, the more positive the perceptions*** of the domain or topic area.
- Graphs also show the ***percentage of respondents in the district or school that scored at various levels***, distributed across the scale of 100 to 500. They also show the average (mean) ***scale score*** for the district or school on each domain or topic area.

How to Use the Pilot EDSCLS Scale Scores to Interpret Your Data



- Scale Scores are most meaningful when they can be compared with a benchmark. ED will be conducting a ***national EDSCLS benchmark study in 2016*** to provide comparison data for districts and schools.
- Until then, you can use scale scores to ***compare within a domain***.
- You can use your ***overall*** scale score on a domain or topic area to compare:
 - **school-to-school within the same district;**
 - **school-to-district; and**
 - **to other topic area scores within the same domain.**
- You can also use your scale scores ***by respondent characteristics*** to compare:
 - **scores between subgroups (e.g., males vs. females);**
 - **scores for a subgroup to its scores on topic areas in the same domain (e.g., Hispanic students on Emotional Safety vs. Physical Safety); and**
 - **school-to-school or school-to-district scores on a topic area within a sub-group (e.g., female students' Relationship scores across schools and the district).**

Example of How Scale Scores Are Presented in the Pilot EDSCLS Report



The ED School Climate Surveys — Student Survey

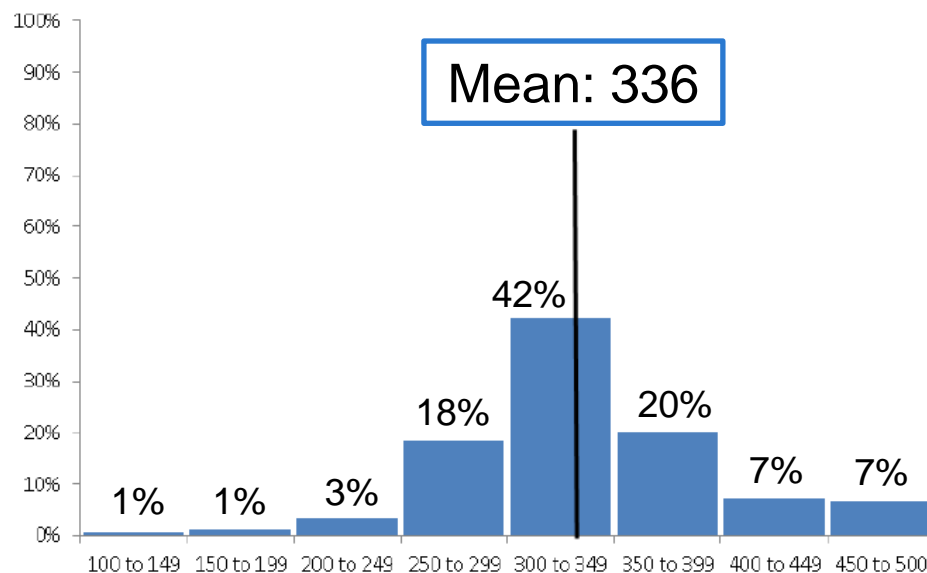
Sample District Report

Engagement Domain

Engagement is defined as strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community.

The engagement domain scale consists of items in the cultural and linguistic competence, relationships, and school participation scales.

Figure 2. Percentage distribution and mean of engagement scale score distribution: Spring 2015



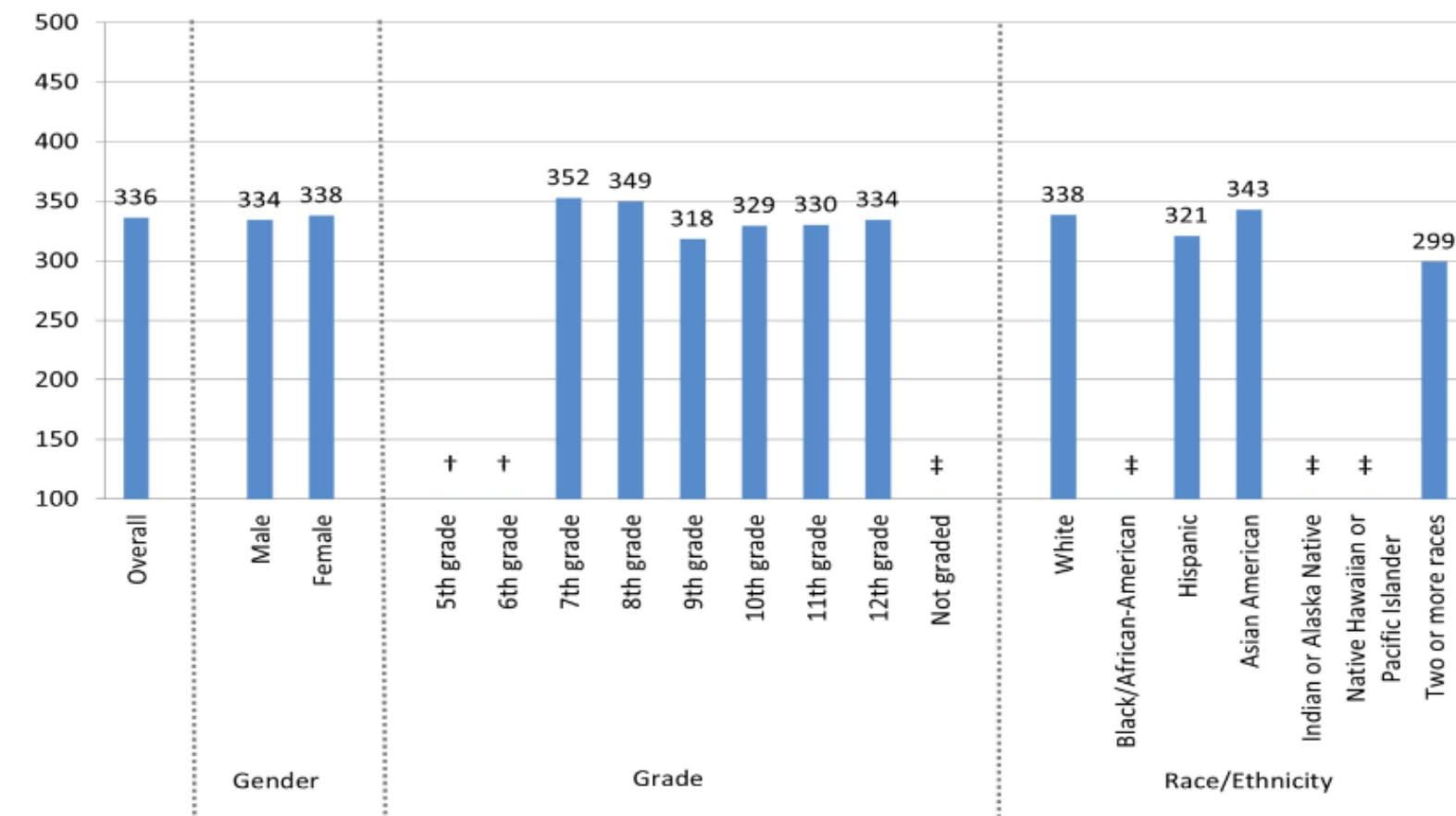
NOTE: Detail may not sum to totals because of rounding.



Example of How Scale Scores Are Presented in the Pilot EDSCLS Report



Figure 3. Engagement scale scores, overall and by gender, grade, and race/ethnicity: Spring 2015



† Not applicable

‡ Reporting standards not met

NOTE: Race categories exclude persons of Hispanic ethnicity.



If you have a question, please type it in the chat pod or share it verbally.

Overview of the *Average (Mean) Topic Area Values* provided in the Pilot EDSCLS Reports

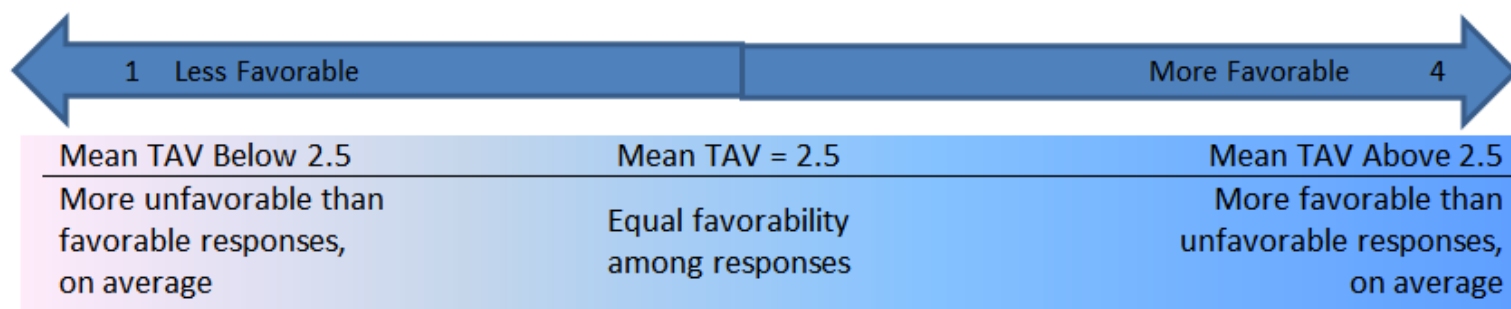


What Average (Mean) Topic Area Values Are and How They Are Presented in the Pilot EDSCLS Report



Average (Mean) topic area values (TAV) can be used to gauge the degree to which respondents agree with the items that make up a topic area (i.e., how favorably they perceive the topic area).

Because all of the response options in the average (mean) topic area values are on a scale of 1-4 (where 1 is less favorable and 4 is more favorable), you can think of the favorability of the item compared to standard benchmarks as:



NOTE: Topic Area Value is abbreviated TAV in the image above.

How to Use the Pilot EDSCLS Average (Mean) Topic Area Values to Interpret your Data

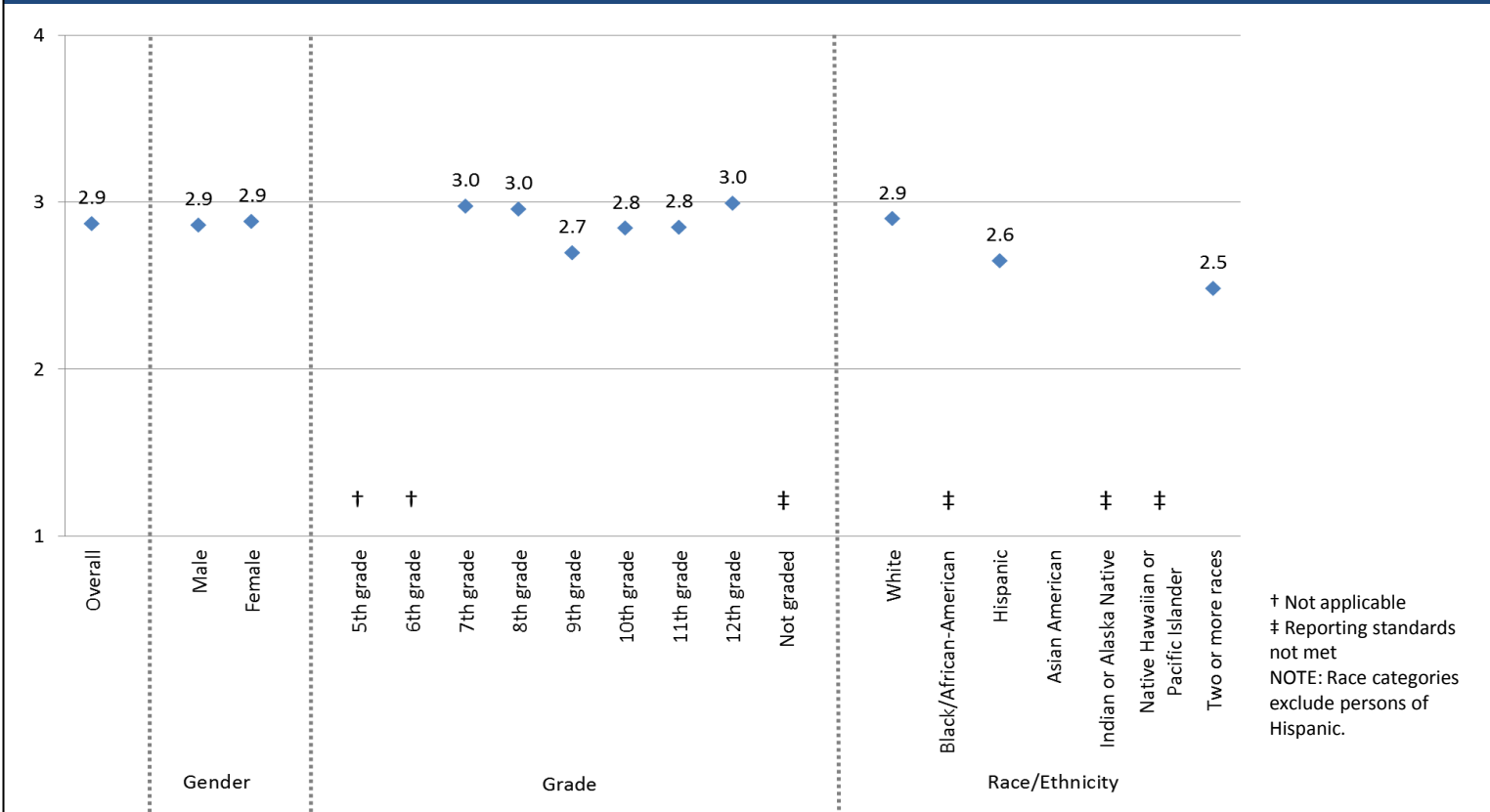


- Graphs in the report show the average of items in a topic area, overall and by respondent characteristics, representing ***how favorably respondents (or subgroups of respondents) perceive a topic on a scale of 1 to 4.*** You can use these values to compare:
 - Topic areas ***across domains:***
 - For example, compare overall Relationship average to overall Physical Safety average.
 - Or compare by respondent characteristics (e.g., compare males and females' average Relationship value (within the Engagement domain) with the Mental Health topic area (within the Environment domain) to determine how favorably female students vs. male students perceive each topic.
 - Topic areas ***across respondent groups (within domains):***
 - For example, compare average Emotional Safety and Physical Safety values across students and staff.
 - Or compare by respondent characteristics (e.g., compare female students vs. female instructional staff averages for Emotional Safety vs Physical Safety topic areas (both within the Safety domain) to determine how favorably female students vs. female instructional staff perceive each topic.

Example of How Average (Mean) Topic Area Values Are Presented in the Pilot EDSCLS Report



Figure 11. Mean of all items in the relationships topic, overall and by gender, grade, and race/ethnicity: Spring 2015





If you have a question, please type it in the chat pod or share it verbally.

Overview of the *Item-Level Data* Provided in the Pilot EDSCLS Reports



What Item-Level Data Are and Notes on How They Can Be Used Appropriately



Looking at item-level data may help a district or school dig deeper into the data to **target specific areas or issues**.

Item-level results can provide concrete examples of the underlying topic-area scale that may be more **actionable**, warranting more immediate implementation of interventions.

Note that the post-pilot platform will allow you to **add your own** items.

Caution: Do not focus excessively on a single item rather than the more robust scale (topic area) of which it is a part.

- If you focus change efforts solely on behaviors and attitudes as defined by specific items, you may run the risk of a form of unintentional “teaching to the test” in which you are able to show growth with respect to specific items even though perceptions of the underlying topic area have not changed.

How to Use Your *Item-Level Data* to Interpret Your Data



- Item-level data can be used to determine the extent to which respondents *agree or disagree with specific survey items*.
- Within respondent groups, use item-level data to *compare the item between schools or between a school and the district*
 - For example, a district can see how favorably students across the district perceive the single item, “My teachers make me feel good about myself.”
- When items are worded exactly the same (“*comparable items*”), use item-level data to compare across respondent groups
 - For example, students, instructional staff, and non-instructional staff are asked how much they agree with the statement “I feel safe at this school.” Districts or schools can examine how much these groups, on average, differ in their agreement or disagreement by looking at the distribution across response options: Strongly Agree, Agree, Disagree, Strongly Disagree.

Example of How *Item-Level Data* Is Presented in a Pilot EDSCLS Report

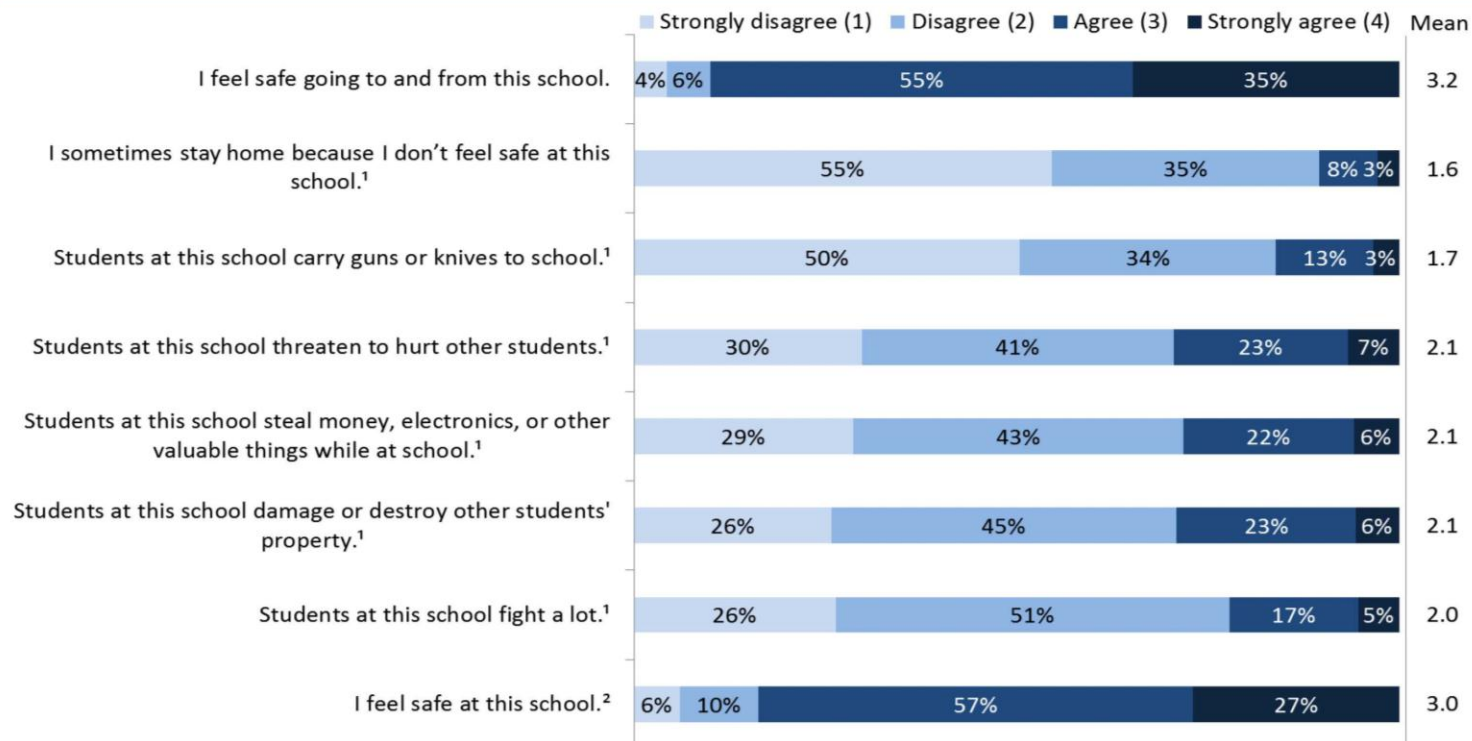


The ED School Climate Surveys — Student Survey

Sample District Report

Safety Domain: Physical Safety Topic

Figure 24. Percentage distribution of response and item mean for items in the physical safety topic: Spring 2015



¹ Item is negatively valenced.

² The item is a stand-alone item and not included in the physical safety scale.

NOTE: Detail may not sum to totals because of rounding.



If you have a question, please type it in the chat pod or share it verbally.

Special Notes regarding the EDSCLS Model



- **Physical Health** is shown in the model as one of the topic areas within the Environment domain. However, while Physical Health scale was produced for instructional staff and non-instructional staff, *no Physical Health scale was produced for students.*
- While **Emergency Management and Readiness (EMR)** is shown as one of the topic areas within the Safety domain, it was not designed to produce a scale; thus *EMR data should be examined at only the item-level.*
- No scale was produced for the **parent/guardian** survey items at the topic area or domain level due to the brevity of the survey. Thus, *parent data should be examined at only the item-level.*



Upcoming Resources to Support Data-Driven School Climate Improvements



- **ED will release a number of resources to support schools and districts on making school climate improvements.**
- **In the meantime, there are a number of resources available on the Safe Supportive Learning website:**
 - School Climate Measurement page
 - Implementation page
 - Topical pages by domain and topic



View Resources by Topic



GO

SEARCH



Training and TA
▼

Events
▼

Topics & Research
▼

States and Grantees
▼

Stay Connected
▼

About
▼

School Climate

Data Trends & Indicators

Engagement ▶

Safety ▶

Environment ▶

School Climate Measurement

Implementation

- Connected
- Cultural & Linguistic Competence
- Relationships
- School Participation




Sustain School-Connected Child Development

DO YOU HAVE A QUESTION?

TOPICS

Education Levels

 **Voices From The Field**

What strategies are being used in your district or school to foster safe environments for students affected by food

Some Helpful Resources



- [Making Connections: Strategies for Using School Climate Data](#)
- [Increasing Staff and Family Survey Response Rates](#)
- [Using Data to Identify Programmatic Interventions](#)

Need Additional Help?



NCSSLE is available to assist you.

- Questions about how your data are reported in your Pilot EDSCLS District or School Data or Report(s): schoolclimate@air.org
- Questions about interpreting your pilot EDSCLS data: sruddy@air.org or sneiman@air.org
- Questions about using your pilot EDSCLS data to make school climate improvements: ncssle@air.org

<http://safesupportivelearning.ed.gov/>

Polling Question #1



Did this debrief help you to better understand your report?

- ☐ Yes
- ☐ Somewhat
- ☐ No

Polling Question #2



What additional assistance would be most helpful to you?

- ☐ One-on-one assistance
- ☐ Office hours
- ☐ Webinar that digs deeper into topics

Polling Question #3



What would you want to focus on when getting additional assistance?